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ABSTRACT

This book explains the whole language philosophy of learning to read and how it can be applied in special education classrooms to assist students with learning disabilities. Chapters address: (1) an overview of the whole language approach; (2) examples of how special education teachers use whole language to teach children with learning disabilities; (3) suggestions on how to create a child-centered classroom; (4) the role of the teacher in a whole language classroom; (5) examples of democratic classrooms; (6) assessment procedures that are compatible with a whole language philosophy and how assessment data can be used to respond to individual needs; (7) examples of different strategies teachers use to teach students with learning disabilities reading and writing; (8) literacy development in students with disabilities and how to foster self-directed learners; (9) how teachers develop learner-centered curriculums and how to move toward an inclusive environment; and (10) one teacher's move to the whole language approach. An appendix includes a summary of selected research. (Contains over 200 references.) (CR)

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